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ABSTRACT

This teacher's guide describes "Jackdaws"--materials that emphasize the use of primary and secondary sources in the teaching of history. A typical Jackdaws kit contains reproductions of primary and secondary source materials; broadsheets, which present detailed background information on the subject matter of the kit; and notes on the documents. Jackdaws are structured in a number of ways: around a historical event (for example, the French Revolution); around a person (Tutankhamun); around a topic (Life in Africa); around a historical period (Reconstruction); or around a combination of some or all of the above (Cromwell's Commonwealth). This guide presents ideas for teachers to introduce Jackdaws to their classes. The guide includes a section that provides a range of skill development and evaluation activities appropriate for use with Jackdaws. Another section discusses how to locate primary and secondary sources. Also included in the guide are cross-reference charts that identify traditional curriculum units where Jackdaws can be introduced and their source documents used to add depth to the event or concept being studied. (DB)

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Jackdaws

TEACHER'S GUIDE

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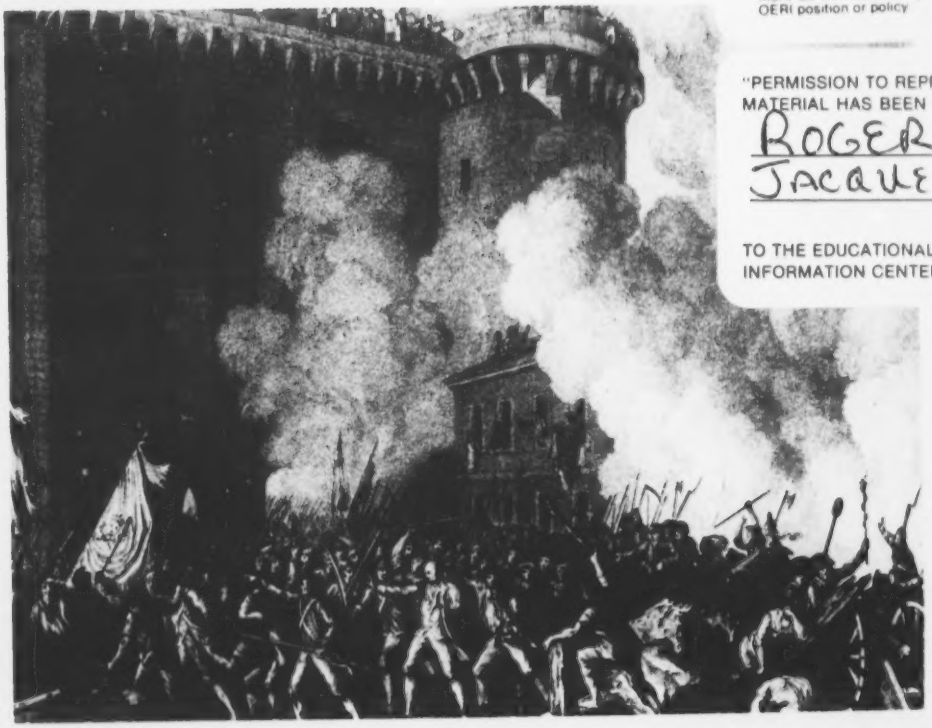

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Jackdaws

TEACHER'S GUIDE

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Part I: Introduction

WHAT ARE JACKDAWS?

To master the study of history, students must know how to work with source materials. In the context of the secondary school curriculum, this involves some of the following:

1. Understanding the significance of source material to the historian
2. Distinguishing among various types of primary and secondary sources
3. Being able to interpret source material
4. Detecting and analyzing bias in source evidence
5. Developing historical hypotheses, and testing them against the evidence
6. Presenting an historical argument, and being able effectively to use supporting source material

Jackdaws, along with other materials from Longman Inc. (see page 22), place emphasis on teaching history through sources. This approach also teaches historical method, and develops the student's higher-level skills of analysis, interpretation, and critical thinking.

Jackdaws are structured in a number of ways:

- around an historical event (*The California Gold Rush* or *The French Revolution*)
- around a person (*Alfred the Great* or *Tutankhamun*)
- around a topic (*The Presidency* or *Life in Africa*)
- around an historical period (*Reconstruction*)
- around a combination of some or all of the above (*Custer's Last Stand* or *Cromwell's Commonwealth*).

Jackdaws integrate political, social, and economic history approaches within each kit. A typical **Jackdaw** includes:

- Reproductions of primary and secondary source materials (both textual and illustrative) that students can hold and analyze.
- Broadsheets, which present detailed background information on the event, person, topic, or period of the kit, and which place the source documents in an historical context. The broadsheets are suitable for teacher lectures or for independent reading by students.
- Notes on the Exhibits, which describe the documents in the kit, provide a brief analysis of the documents within the framework of the kit, supply a brief bibliography, and offer ideas for discussion, further research, and homework.

The **Jackdaw** *The French Revolution*, for example, contains the following:

Documents

Reproductions of the following material:

- The letter of June 20, 1789, from the Marquis of Breze to the Third Estate which led to the meeting on the tennis court at Versailles, and to the Tennis Court Oath. (The letter is reproduced in French: a translation is in the Notes on the Exhibits.)
- An account, from *The London Chronicle* of July 21-23, 1789, of the storming of the Bastille.
- The Declaration of Rights, published November 3, 1789, in French, with a translation in English.
- A page showing the results of the vote in the National Convention on punishment due Louis XVI. This document (which includes the signatures of Robespierre, Danton, Marat, Desmoulins, David, and Thomas Paine) shows how the votes were cast, and the voters' specific comments: for example, Marat voted for "La mort . . ." (death) and specified ". . . dans 24 heures" (within 24 hours); Paine, on the other hand, voted for "La detention . . ." (prison) and added ". . . le banissement . . ." (banishment).
- A poster published in England in 1793, *Massacre of the French King*, produced as propaganda in favor of the war declared against France in February of that year, which includes an accurate description of the execution of Louis XVI, and of the mechanics of the guillotine.
- The Decree of the National Convention instituting the "Law of Suspects," which destroyed the normal rights of the individual and made the Terror possible: "The National Convention, on the proposal of a member, decrees that all suspected persons shall be arrested . . ."

Broadsheets

The following materials are provided as background to the documents:

- The Ancien Régime: a brief illustrated account of the social, political, and economic structure of the ancien régime, highlighting the stresses that would lead to the Revolution
- Chronology: a simply set-out illustrated chronology of the progress of the Revolution from the August 8, 1788 summoning of the *Estates-General* by Louis XVI to the death of Robespierre on July 28, 1794 and the end of the Terror
- The Bastille: an illustrated information sheet on the history of the fortress, and on the July 14, 1789, storming of the prison. The account of the storming of the Bastille is taken from the eyewitness Louis Deflue, a Swiss Lieutenant in charge of a mercenary regiment defending the fortress. A contemporary plan of the Bastille is also provided, with which students can follow the account of the successful attack of July 14, 1789.
- Portrait Gallery: contemporary portraits and brief biographies of Robespierre, Bailly, Brissot, Marat, Madame Roland, Danton, David, and Necker.

Notes on the Exhibits

These provide explanations (for both the teacher and the student) of the documents and broadsheets, translations where necessary, and further background information and interpretation of the source materials. A section entitled "Think for Yourself" provides activities for oral or written work based on the materials in the kit.

HOW TO USE THIS GUIDE

Many teachers use **Jackdaws** as bulletin board material, but although the exhibits and broadsheets provide attractive and informative decoration in a classroom, there are many other more effective ways of utilizing the documentary evidence to develop the **Jackdaws** concept.

This Guide presents ideas for introducing **Jackdaws** to your classes. These ideas are offered as instructional models that require students to extract information from primary and secondary sources, to analyze that information, and then to apply it in an activity. Part III of this Guide (pages 15-21) provides a range of skill development and evaluation activities appropriate for use with **Jackdaws.**

After they have developed these skills by working with the source material in **Jackdaws,** students also learn to apply the **Jackdaws** concept to their own environment. A section of this Guide (pages 11-13) discusses how to locate primary and secondary sources. Teachers will find this section of great value, as it encourages students to work on their own research projects, and develop their own **Jackdaws.**

Included at the end of this Guide (pages 23-28) are cross-reference charts which identify traditional curriculum units where **Jackdaws** can be introduced and their source documents used to add depth to the event or concept being studied.

Finally, an appendix (page 22) gives details of other social studies materials available from Longman Inc. that can be used alongside **Jackdaws.** In general, the Longman Inc. history materials correlate closely with both the topics and the source-based approach of **Jackdaws:** this appendix covers, by series, a number of supplementary titles well worth a teacher's review.

PREPARING THE CLASSROOM FOR JACKDAW VISUALS

Jackdaw visual materials offer exciting opportunities for enriching, broadening, and expanding the study of history. However, the same care and preparation that you would use in teaching through a textbook should be applied to teaching through the use of visuals. Following are suggestions for making the best use of **Jackdaw** visuals and encouraging proper student use of them in individual, small group, and class activities.

1. Introduce the class to the types of visuals in **Jackdaw** kits. Prepare a worksheet that serves as a guided tour through the contents of the kits.
2. For use in work stations or bulletin boards you may wish to extend the life of primary source documents by mounting or laminating them.

3. Have small groups of students use only the visuals in a **Jackdaw** to reconstruct the history of an event. Then have them compare their versions with the actual account. Discuss how they differ. This will help students understand that visuals by themselves are insufficient; generally, words are also required.

4. **Jackdaw** visuals are ready to use for display purposes, but best results will be obtained by combining them with worksheets or activities.

A NOTE ON PRIMARY AND SECONDARY SOURCES

In this Guide the terms *primary source material* or *primary sources*, and *secondary source material* or *secondary sources*, are used as follows:

Primary Sources

This refers to first-hand documentary or illustrative evidence. For example, in the **Jackdaw** *The French Revolution* the following material would be considered primary sources:

- the letter from the Marquis of Breze to the Third Estate, because it is a contemporary document that had a direct effect on the development of the Revolution, and is "impersonal" in that the author had no personal bias in writing the letter. It is a formal government document, although in the form of a letter.
- the Declaration of Rights, because it is the printed version of a law, the written statement of a decision of the National Convention.
- the eyewitness account by Louis Deflue of the storming of the Bastille in the Broadsheet *The Bastille*, because it is an account of an event from a participant. The account may be biased and may present only one viewpoint, and thus need evaluation to take account of the point of view of the narrator, but it is a first-hand account of the event.
- the contemporary portraits of some of the main participants in the Revolution in the *Portrait Gallery* Broadsheet, because they show how contemporary artists viewed the protagonists. Again, the point of view of the artist must be taken into account (would a "royalist" painter be likely to do justice to Robespierre, for example) and whether the portrait could have been done "from life." A further question is whether the portrait is intended as a caricature, or whether the purpose of the illustration is to provide a true likeness: could a newspaper cartoon representation of, for example, a President of the United States, be considered a realistic portrait?

Secondary Sources

This refers to second-hand or hearsay documentary and illustrative evidence. Again, with reference to *The French Revolution* **Jackdaw**, the following would be considered secondary sources:

- The poster *Massacre of the French King*, because it is clearly part of a propaganda effort in England to develop support for the war against France. Although the account of the execution, and of the mechanics of the guillotine, are accurate, they are from unsubstantiated sources. This document would be considered a primary source for a consideration of the English response to the French Revolution, but as a prime source on the Revolution itself it is suspect.
- The account from *The London Chronicle* of the storming of the Bastille, because it may be second-hand, and not reliably from an eyewitness. If it were possible to show that the writer had been an eyewitness, then it would become a primary source. As with the poster, this account would be considered a prime source on the English response to the Revolution. It is an interesting activity to compare this account with that of Louis Deflue, an eyewitness, in the Broadsheet *The Bastille*.

An important point to make to students is that there are very seldom such things as "pure" primary sources. The nearest that one can come to such a document is usually a governmental act or decree, or the uncensored minutes of a legislative proceeding. These documents are—to a considerable degree—"value free," as they describe, usually in impersonal language, the actual events that took place, the speeches that were made, the legislation that was passed. However, much government material is not "pure" primary source: students will have to make a judgment on the motives and biases of the preparer of, for example, a position paper to the President on trade policy. Even a contemporary first-hand account of an event has to be evaluated for the writer's interests and biases. Louis Deflue's

account of the storming of the Bastille was written by one of the leaders of the defeated defenders of the fortress: how is this likely to affect his account? How would his account differ from that of one of the attacking mob?

Accounts of events provided by participants long after the event should also be evaluated for selectivity. It is quite possible that the passing of years clouds a participant's memory, and that subsequent events modify recollection. An interesting activity is to have students interview their parents or grandparents about the same event (the death of Roosevelt, the assassination of Kennedy, the first moon landing, and a contemporary local ev nt) and to compare the results. How much do the interviews differ? Are these differences of fact, or of interpretation? Is it possible to detect greater differences the farther back in time the event took place? Is it possible to detect a core of common evidence in all the respondents?

Finally, it is important to make students aware that any event has many participants, all of whom will only see a part of the event. The **Jackdaw** *Custer's Last Stand* provides an excellent opportunity to demonstrate this. As there were no survivors of the cavalry forces at the Little Big Horn, there is no surviving account of Custer's strategy at the battle. The oral accounts of the Sioux and Cheyenne who took part in the battle are in conflict with each other, because the Indian style of fighting did not allow for any overall strategic view of the battle. It must also be borne in mind that the battle of the Little Big Horn was the final, and greatest, success of the Plains Indians in their long fight to preserve their lands, and any Indian account of the battle will reflect this fact.

A NOTE ON INTERPRETATION

Jackdaws do provide, in the Notes on the Exhibits and in the Broadsheets, some interpretative material to help the student follow a theme through the documents. However, students should be encouraged to analyze and question the interpretation of the compiler of the **Jackdaw.** The student who is able to offer an alternative interpretation, and to back it up with evidence from the documents, has learned one of the basic skills of the social studies.

The teacher should also make the students aware of the danger of viewing the past through the values of the present. For example, it is extremely difficult to understand the positive aspects of the ancien régime (in 18th-century France). Because the Revolution "won" in the end—France is a republic, and the questions of the rights of the individual that were so passionately debated in the 1780s and 1790s are accepted today without quarrel—it is difficult for students to see the intellectual and theoretical underpinnings of the ancien régime. Similarly, the guillotine, a great improvement to earlier methods of execution, is today seen as a barbarous and sinister instrument. At the time it was hailed as scientific and humane, and it was used by the revolutionaries as evidence of the progressive nature of their social organization.

Although the British origin of **Jackdaws** provides an interesting perspective for American readers, it also creates some minor difficulties. You may want to alert your students to variations in spelling and vocabulary.

Part II: Using Community, State, and National Resources

Why is teaching with primary and secondary sources so important?

- It is one of the best ways to enlarge a student's store of information.
- The approach develops the higher-order skills of analysis, interpretation, and critical thinking that are crucial in the study of history.
- The use of source material adds excitement to the study of history, and shows the past through the words and images of its inhabitants.
- Sources are invaluable for putting flesh onto the skeleton of any survey text, and for showing vivid examples of the general statements of such texts.

COMMUNITY RESOURCES

There are many ways other than **Jackdaws** to bring source material into the classroom. The local community is the most logical starting point to look for materials: maps, recorded speeches, legal documents, newspapers, diaries, old mail order catalogs, "people" resources for oral evidence, historical sites, and artifacts are all records of the past. When properly utilized, these sources are valuable classroom tools.

The checklist on the following page offers a method for locating appropriate sources in your community. Although this checklist looks daunting, it is surprising how easily one source leads to another. And in a country as rapidly changing as the United States, a town street map of the 1960s can be as much of an historic document as a map of the 1860s.

Teacher Checklist

1. Within your community are there:
   Historical societies?
   Homes of famous people?
   Historical parks or landmarks?
   Libraries?
   Historic memorials, monuments, or districts?
   Art and portrait galleries?
   Local collectors? (What do they collect?)
   Speakers services?
   Local newspapers with archives?
2. Within your school is there a collection of :
   Old year books?
   Old photographs?
   Past issues of a school newspaper?
3. What information is available in local libraries?
4. Where are old newspapers and community records kept?
5. Who knows about local collectors and collections?
6. What information can be found from the local business community? Businesses keep records that are an excellent source for social history.
7. Which local companies provide speakers or tours?
8. Are there local government agencies that make records available for use in the classroom?
9. Do members of the class or staff at the school have family histories or appropriate memorabilia?
10. Are the records of, for example, the fire department available for study?

STATE, REGIONAL, AND NATIONAL RESOURCES

Many states have facilities for exploring history through primary and secondary source material. The following list offers a selection of possible resources.

- State historical society
- Ethnic historical societies and archives
- State archives
- State capitol archives
- Museums and galleries
- Restored towns and sites
- Historic cemeteries
- National or state parks
- Historical markers, battle sites, national roads, canals, railroads, harbors
- Specialty museums: textile, trolley, Indian, etc.
- Halls of fame

It is quite possible that your state historical society or archives will make available reproductions of materials for use in the classroom. Many historical societies and archives also publish

books and pamphlets of source material (especially of old photographs). Some museums also have an education department which can arrange for a trip to the museum, and possibly for your students to handle original materials from the museum's collection. Two extremely useful resource books are: *How to Use Primary Sources*, Carey, Helen H., and Judith E. Greenberg, Franklin Watts, New York, 1983, and *How to Use Your Community as a Resource*, Carey, Helen H., and Deborah R. Hanka, Franklin Watts, New York, 1983. These books are in an extensive series, *Social Studies Skills*, from the same publisher, and well worth a teacher's time.

MAKING YOUR OWN JACKDAWS

Students may enjoy creating their own **Jackdaw** kit on a topic of your (or their) choice. For example, a kit could be created showing the growth of your community from its earliest settlement. Such a kit might include:

Documents

- A copy of a map of the United States at the earliest known date of your community. Does this map show your community?
- A copy of a part of the incorporation documents for your community. Who signed the documents?
- A photograph or drawing of the earliest dated grave stone or marker in the local cemetery. Is it possible to trace the same family name through to the present day in the community?
- A copy of the earliest census information. Are there still families living in the area who were listed in this census?
- A copy of the earliest available street map. How does this differ from the present layout? Are there any houses remaining from the earliest map?
- Newspaper accounts of events in the community: perhaps a fire, or a natural disaster like a hurricane or flood, or a national holiday like the Bicentennial celebrations.
- An early photograph of the school. How do the teachers and students differ from those in the school today? Is the school in the same building today?
- An eyewitness account of an important national event. Has a president ever visited? Was there a battle close by that affected the community?
- Transcripts of interviews with older members of the community, on a common theme. Such interviews could also be included on cassette tape, or on videotape if your school has the facilities.
- Copies of advertising leaflets for products manufactured or services provided by industry in your community. The archives of local businesses are an excellent resource.
- A copy of the most recent issue of the local newspaper, to bring the kit up to date.

Broadsheets

- A brief history of your community.
- A brief history of the United States, showing how the growth of your community reflected national trends.
- An account of the development of local industry.
- Brief biographies of any notable local characters: these need not be nationally famous names, but could be of local politicians, educators, business people, writers, and anyone else who represents an important aspect of the community.

Notes on the exhibits should also be provided, together with suggested follow-up activities. Another option would be for students to create a **Jackdaw** on their own family. Class-developed **Jackdaws** could then be kept in the school library, and the collection developed by each year's students. The **Jackdaws** concept can be applied to national and international events as easily as to the history of your community. In 1984, a kit on the Olympics or on the presidential election would be appropriate. There are always topics that can provide the base for a **Jackdaws** collection, and the creation of a kit for the school library or resource center is a great motivator for topic-based research.

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LIVING PRIMARY SOURCES: INTERVIEW TECHNIQUES

Individuals who have actually lived through the experience or time period being studied in class can be an invaluable source of information for a student. Using the checklist below, your class will be better prepared for an actual interview and be able to appropriately use the knowledge they will acquire.

You might allow class time for students to practice their interviewing techniques in a role-playing situation. This is less threatening than the "real" thing and will help students feel comfortable about using interviews as a source of information.

Student Checklist: Interview Techniques

1. **Decide on your source.** Ask that person for permission to interview; set the time, date, and place for the interview itself.
2. **Make a list of appropriate questions.** Realize that some questions might be answered by the source as part of his response to a previous question. You will need to prepare more than enough questions to cover this possibility. Fifteen to twenty questions should be fine for most interviews. Be certain that your questions cover both the basic facts as well as the person's experiences.
3. **Do your homework.** To familiarize yourself with the material that will be discussed and to learn any technical terms that might be used, be sure to do the necessary background research.
4. **Practice the interview.** Ask a friend, or use a tape recorder, to practice asking questions and to get used to hearing your voice. This should eliminate the interview "giggles."
5. **Check everything one more time.** Review the notes on the background material. Reread your questions—do you have enough? Is your tape recorder in working order? (Only tape an interview with the person's permission.)
6. **Follow the interview with a thank you note.** Do not forget that this source has given you his/her free time to help you learn a subject in a way that can not be done from a book. Be sure to express your appreciation so that the person is willing to do it again!

After the interview, students need to evaluate the information they have gathered. Remind your students that there are always two (or more) sides to an issue and that time can diminish a person's memory. If the interview information is going to be used in a debate, students need to offer equal time for the opposing viewpoint. Finally, suggest that the class might use reproductions from an appropriate **Jackdaw** to illustrate an oral report based on their interviews.

Part III: Jackdaws in the Classroom

The following pages discuss a variety of desired student skills in terms of teaching objectives, descriptions of the exercises or activities for students, and techniques for evaluating basic comprehension or student achievement.

BUILDING VOCABULARY

Objectives

- Compile a list of vocabulary and definitions specific to a particular topic or area of interest. Use context clues to understand essential terms.

Activities

1. Have students list new vocabulary they learned from reading assignments in their textbook. Then have each student use a **Jackdaw** appropriate to the topic and locate these key words in the broadsheets or primary source material in the kits. Students use each word in an original sentence and identify the **Jackdaw** document where it appears.
2. Have groups read from several **Jackdaws**. Ask each to compile a list of vocabulary and definitions specific to one area of interest or study (i.e., *revolution, exploration, government*). Then have the group reproduce their lists and the whole class make generalizations about the characteristics of the key term.
3. Using a **Jackdaw** broadsheet, have students unlock the meaning of unfamiliar vocabulary by using context clues. Ask students to write down any words they do not understand. Then have them review their lists and circle those words that they think they need to know in order to understand the reading passage. Using the opaque projector, present the sections that contain the important unknown words. Help students work out the meaning by pointing out clues in the sentence in which the word appears, or in the rest of the text.

Evaluation

- Using the opaque projector, present a **Jackdaw** document. Ask students to define the words you point out. This activity can be used as an informal survey of vocabulary comprehension or as part of a formal test.

DEVELOPING CRITICAL THINKING SKILLS

A primary objective of social studies is to help students examine conditions and problems from as many perspectives as possible. Generally speaking, exercises of this nature are more complex than those in vocabulary-building. Using **Jackdaws**, students deal with first-hand information which allows them to gather vital facts. Critical thinking begins with these essential aids. In order to be useful, facts must be thought about and talked about. The goal is the development of the skills necessary to make factual information meaningful so that students will seek more facts, clearer concepts, surer generalizations, deeper understanding, and broader knowledge.

Objectives

- To focus on information that is helpful in understanding a concept.
- To distinguish between relevant and irrelevant information for a particular purpose.

Activities

1. Give each group a list of concepts similar to the following and ask them to classify documents in **Jackdaw** kits according to these headings:
   - **a.** Power
   - **b.** Scarcity
   - **c.** Industrialization
   - **d.** Violence (war, revolt, conquest)
   - **e.** Rights of the individual
   - **f.** Idealism
   - **g.** Labor
   - **h.** Freedom
   - **i.** Opportunism
   - **j.** Reform
   - **k.** Law
   - **l.** Exploitation (Students may propose other concepts after examining the contents of various **Jackdaws**.)

2. A variation on this activity would be to ask students to compare the way two **Jackdaws** or a **Jackdaw** and a textbook treat these concepts. Do they use the same facts to illustrate the concept? What is similar? How significant are the differences? Which material is relevant to the concept? Which is not?

Evaluation

- Working in small groups, have students write several quiz items drawn from their investigation of major concepts.
- Have groups treat various concepts as persons and write several statements about each. Have the class act as audience and identify the concepts in a "21 Questions" game.

INTERPRETIVE SKILLS

Students who analyze information in order to interpret it not so much in fact as in feeling (that is, what it may have been like to have lived in times and in places they have never experienced first-hand) are more likely to retain that information than those who learn by rote. The excitement generated by an interpretative reading of the practical (if ungrammatical) advice to gold-seekers traveling overland to the 1849 gold fields can be intense. And who wouldn't like to hear *Oh, Susanna* sung to the words the Gold Rushers used? **Jackdaw** kits contain many materials that go beyond facts or information to help generate feeling for time, place, people, and events.

Objectives

- To form opinions based on critical examination of relevant information.

Activities

1. Amplify a general textbook description of an event or place and convey its meaning in human terms by referring to proclamations, orders, newspapers, keepsakes, songs, and documents in **Jackdaw** kits. Tell students they must play the roles of people living in times—and under conditions—different from their own lives. At appropriate times throughout your course, have groups of students present an interpretive "Real People" report using the materials in selected **Jackdaw** kits.

2. Have students select one of the materials in a **Jackdaw** kit and do the following:
a. List several questions to ask about the Broadsheet or primary source material. Who is the person? What is being shown in this picture? Is the person an authority? What is the main point of this article (picture, map, old newspaper, etc.)?
b. Then have students summarize what they need to know, beyond what is given in the material before them, in order to interpret it or understand its importance.

Evaluation

- Using a checklist, evaluate whether students drew correct inferences from the material:
  1. Was the person (place, event) correctly portrayed?
  2. Did the student show an understanding of the subject?
  3. Were feelings portrayed?
  4. Was the role maintained throughout the performance?
- Review the lists and summaries for statements that show that primary sources have been interpreted correctly.

MAKING AND EVALUATING GENERALIZATIONS

It is an important skill (not only of the historian) to be able to make generalizations—to synthesize a general hypothesis from a range of discrete information. It is equally important to be able to evaluate and interpret both one's own and others' generalizations. **Jackdaws** provide a wealth of discrete information in Documents and Broadsheets and offer, in the Notes on the Exhibits, some broad generalizations about the topic. Students can work with these materials to develop their own generalizations and to evaluate the interpretations of the compilers of particular **Jackdaws.**

Objectives

- To recognize generalizations that are supported or refuted by the information presented in the material.
- To recognize conclusions that cannot be supported or refuted by the material.

Activities

1. Divide the class into groups. From the text you are using, select one general historical interpretation for each group. Have each group work with one or more **Jackdaws** to see whether the assigned generalization is supported, refuted, or not proven, by the documentary evidence.
2. Have students read a passage from a broadsheet or primary source in a **Jackdaw.** Then present them with a series of statements to be marked according to this format: T—the passage shows the statement is true, F—the passage shows the statement is false, X—the passage fails to show whether the statement is true or false.
3. Based on information found in the broadsheets and primary sources of a **Jackdaw**, students complete a series of open-ended sentences. For example, using the **Jackdaw** titled *The Armada*, students would complete these sentences in their own words. The completed sentences are the generalizations each student has formed, based on his readings.

   a. A lee shore was dangerous because it . . .

   b. History books very often contain mistakes about the Armada, such as . . .

   c. Fireships used by the English were important because . . .

Evaluation

- Have each group report to the class on their findings. Each group could then write up their research.
- Collect the list and correct the responses. This can be graded as a quiz if so desired.
- For each open-ended sentence (activity 3 above), students review the broadsheets and primary source material and write the title or titles that led them to the generalization.

ANALYZING INFORMATION

While rote learning of predigested interpretations can be unproductive, rote learning of undigested information can be both unproductive and confusing. A central skill in the social studies is the ability to analyze information.

Objectives

- To form a simple organization of key ideas related to a topic.
- Summarize both sides of an issue.
- Determine the point of view of information.

Activities

1. Select one broadsheet from a **Jackdaw** kit. For each paragraph, have students list the topic sentence and supporting details in outline form.
2. To teach students how to analyze information, ask students to draw several large circles on the chalkboard. In the center of each, write a question that they would like to have answered about a topic (i.e., What were the causes of the French Revolution? Who were the leaders? When did it start? How did it end?) Then ask students to read **Jackdaw** material (in this case, *The French Revolution)* and write specific details inside the appropriate circle. Next, turn the questions into topic sentences, which then become main headings in an outline. Have students determine the best order in which to list the details under each topic, starting with the most important detail and ending with the least important. Presented schematically, the students are asked to:
   a. analyze the topic of the paper
   b. breakdown the topic into its constituent parts
   c. find evidence relevant to "b"
   d. evaluate and analyze the evidence
   e. organize the evidence
   f. prepare a paper on the topic

   This activity not only teaches students how to analyze information, but also serves as an excellent composition activity. It gives students a context (the report or paper) within which to practice their skills of analysis.
3. After students have read textbook material on a topic such as *Exploration*, ask them to survey material in **Jackdaw** kits to determine another side of the issue. For example, how were American Indians affected by European explorations? How did disease destroy existing civilizations in the New World? Divide the class into PRO and CON groups on the issue of *Exploration as Progress.* Students may explain their positions in a debate.

4. As a variation, when a **Jackdaw** addresses a controversial issue, ask students to divide a piece of paper into two columns labeled PRO and CON and summarize information in the appropriate columns.

Evaluation

- Present students with new material on a controversial issue. Students should be able to recognize main topics and supporting details and list them on a chart or prepared outline.
- Using new material, ask students to categorize statements as pro or con.
- Have students find or formulate an opposing point of view on the subject discussed in a **Jackdaw** broadsheet.

APPLYING AND TRANSFERRING INFORMATION

Knowledge and information do not exist in a vacuum. Students should be able to apply their knowledge across a broad range of situations, and transfer information from one topic to another. As adults we do this all the time.

Objectives

- To apply knowledge acquired in one topic or field to other experiences.
- To interpret events in terms of what *might* have happened, and show the likely affects.
- To state hypotheses for further study.

Activities

1. Using **Jackdaws,** have students find an historical analogy for a current situation or crisis. Ask them to determine: a. What facts are similar? b. What circumstances are different? c. What should people today know about a comparable situation or crisis that happened in the past in order to deal with a current problem? Some examples are: Gold Rush towns and boom towns today; the industrialization of America and the industrialization efforts of Third World countries today; dictatorships yesterday and today; underlying problems that explain revolts, revolutions and wars between nations.
2. **Jackdaws** introduce many leaders in history. Have students read several different **Jackdaws** and brainstorm a class list of leadership qualities and characteristics. Using a newspaper or news magazine, students submit the names of three people currently in the news. Then, have the class select those who are "leaders," based on the criteria developed. Have the class choose five leaders of today who may become future subjects of **Jackdaws.** Tell why.
3. Alfred the Great, Churchill, Lenin, Henry VIII, Cromwell, Cortez, Napoleon—these and other historic figures would make excellent subjects for students' reports. The focus of the report might be *How history would have been different if this person had not lived.*
4. As a variation on activity 2, have groups choose an historical event and trace its global effect (i.e., the American Revolution, the American Constitution, the bubonic plague, the Irish potato famine, the conquest of Mexico, the Industrial Revolution, the Depression, or any other topic having global implications).
5. As a long-range assignment, have groups choose a future national or international leader and begin collecting primary source material on their subject: photographs, news articles, interviews, etc.

Evaluation

- Reports submitted for Activities 1 through 4 can be submitted for a grade or for teacher evaluation.
- Informal evaluation would also be appropriate. The checklist below is an example of such an evaluation.

Group Project Checklist

1. Is the assignment complete? If not, what is missing and why?
2. Did each member of the group participate?
3. Do students evidence an understanding of the topic?
4. Was the topic adequately presented?

WEIGHING THE EVIDENCE

Students need continual practice in evaluating the information they receive. For example, when two secondary sources disagree, students may find that they need to look elsewhere for the answer. Discrepancies may also lead to discussion of where authors of secondary sources get their materials, and of the relative merits of primary and secondary sources of information. Both of these aspects are important in the evaluation process.

Objectives

- To use such criteria as source, accuracy, amount of information, and quality of information to test validity of information.
- To determine whether or not information is pertinent to the topic.

Activities

1. Ask students to evaluate a **Jackdaw** kit using the following criteria:

a. Do the title and jacket picture accurately describe the content?

b. Are the broadsheets based on fact or opinion?

c. Who is the authority? What is the background of the compiler or author?

Of a primary source, ask:

d. What is the purpose of the material?

e. Are important facts detailed?

f. Where and under what circumstances was the information recorded?

g. Was the information written from memory or was it a direct account of what happened?

h. Is there corroboration of the facts from other sources?

i. Is the material pertinent?

2. Ask students to use these questions, and others that they think are appropriate, to evaluate other sources of information: textbooks, educational films and filmstrips, television news and documentaries, and newspaper accounts.

3. Have students take notes on an important person, place, or event in history, and give a report. Identify all sources of information in the report. (With some classes, you may expect students to use footnotes and bibliographies.)

Evaluation

- At various times throughout the year, have students give both short and lengthy written reports. Hold students responsible for identifying sources and justifying their choices of authority.
- Resource file. Keeping track of authorities on particular subjects and related information can be overwhelming. Show students how to use **Jackdaws** on related topics, such as exploration, causes of revolutions, or advances in medicine, and organize this material by setting up a system and place to record their research. If an entire class is involved in one topic, each student's resource file is incorporated into the class's file. Have students add to the classroom file with information from additional sources.

ACQUIRING INFORMATION FROM VISUALS

Knowing how to look at pictures, maps and other visuals is a useful skill. Visuals can help tell a story, give additional facts, show how people looked, or where an event took place in relation to other places.

Objectives

- To extract significant ideas from supporting, illustrative visuals.
- To evaluate visual information.

Activities

1. Have students skim through **Jackdaw** kits and choose three visuals they would like to look at more closely. Use the opaque projector to go over each visual in class. Have students keep a list of the questions that were asked as guides for interpreting the visuals.

a. Who are the people or what are the objects you see in the picture or cartoon?

b. Who or what seems to be most significant?

c. Why do you think so?

d. What action is taking place?

e. In your own words, what is the message in the picture or cartoon?

f. Do the words at the side or below the visual help explain important information shown? Which words appear to be the most significant? Could you do without the words and still collect the same information?

2. Jackdaw old maps are both interesting and useful: and comparisons can be made between old and new maps of the same area, and between hand-drawn maps and published maps—even Landsat satellite maps. In addition, **Jackdaw** maps can help students practice map skills, such as reading map scales, using the legend, understanding pictorial symbols (map lines, drawings, colors, lettering size, etc.), and directions.

Evaluation

- Divide the class into several groups. Each group will specialize and develop expertise in a particular type of visual (i.e. pictures, photographs, old engravings, maps, etc.). Tell each group that they must orient the rest of the class to its specialty. Throughout the school year, rotate each group, having the new groups pick up where the old group left off so that by the end of the year the skills will be enhanced greatly. Use formal and informal mastery tests for evaluation.
- To test for understanding of map skills, give students blank outline maps and have them fill in the map with appropriate information.

REPORTING INFORMATION

Many of the activities in this Guide suggest individual or group work. The result of such activities should be a sharing of the information, knowledge or skill developed by the individual student or the group with the rest of the class.

Objectives

- To present information extracted from print in a model, diagram, chart, graph, etc.
- To work out a creative solution to a problem and report to a group.
- To defend a position with relevant supporting evidence.

Activities

1. Tell students they must read the contents of a **Jackdaw** and prepare for a "press conference." They should try to remember as many facts as possible. Half of the class might then act as reporters who interview the other half acting as famous people involved in a particular historical event. For example, "reporters" might interview Philip II and the court members of Spain on the failure of the Armada.

2. As a variation on this assignment, the teacher might play the role of "reporter" interviewing the class on the topic of *The Making of the Constitution.*

3. Using information in a **Jackdaw** about a particular invention, site, battle, or famous person; have students construct models and drawings that report newly acquired information.

4. Have students discuss how leaders in the past would handle or react to a current national or world problem. Using information in various **Jackdaws,** ask students to compare the response with the response of a current leader. How would Napoleon have responded to the oil crisis and the turmoil in the Middle East?

Evaluation

- Grade the various reports and interviews. A variation would be to ask the class to evaluate each report.
- Present the interviews, models, diagrams, charts and graphs in a display area of the classroom. This might be organized to look like a museum of the topic being discussed. Additional display material might be taken from the various **Jackdaws** appropriate to the museum.
- Compare the students' suggested solutions of current problems by past leaders with news articles that show current leaders actually reacting to the issues.

DEVELOPING TIME AND CHRONOLOGY SKILLS

For many students, even those in high school, time is a difficult concept. How old is "old"? What is "the past"? When do events become history? Related to this is the complex question of chronology, and historical cause and effect. The ability to order events in a sequence, and to see cause and effect within a sequence, is central to the development of historical sense.

Objectives

- To develop a sense of time and sequence of historical events.

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Activities

1. To put together a full story of an event, have students prepare a time line. Have students use their textbooks to compile a list of "When?" questions about a particular topic the class is studying and answer them with the appropriate dates. Next, have students put the events in correct chronological order. On the bulletin board, have students draw a time line and fill it in with the events and dates. Look through **Jackdaws** on the topic and find visuals and documents to include on the time line.
2. After students have studied a particular period in history, ask them to determine the contents of a time capsule. Use **Jackdaws** to help determine the categories of items to include as well as for items that would best represent the time period.

Evaluation

- After students have completed the above assignments or their variation, have them correct any time or sequence errors.
- Have students construct a personal time line. Ask students to include pictures, documents, newspaper accounts, etc. as primary source information about themselves and their time in history as a personal **Jackdaw.**

IMPROVING GROUP PARTICIPATION SKILLS

Many of the activities in this Guide suggest work in groups. This is a very common organization in classrooms, but there is a set of specific study and work skills associated with group activity. **Jackdaws** activities offer an excellent opportunity to teach and reinforce these group participation skills.

Objectives

- To help students work effectively with others, to set group goals, and to make group decisions.

Activities

Divide the class into several groups. Provide each group with several sources of information on a topic, including a **Jackdaw** kit. Have each group find the causes and effects of a topic such as social reform. Allow time for group members to decide on a plan of action or goals. Assist where and when it is necessary by asking questions that will help give the group direction. For example: Did each person have a chance to speak? Have you looked at each source? The group is responsible for deciding which sources to use, what tasks are needed and who will do each part, and finally, to make a report.

Evaluating Group Interaction

Have students complete a self-evaluation rating list similar to the one below: As a member of this group, I

1 2 3 4 was dependable
1 2 3 4 shared the work
1 2 3 4 accepted group decisions
1 2 3 4 was tolerant of others
1 2 3 4 voiced my own opinions

Evaluation

Teachers may wish to evaluate group dynamics by asking these questions:

1. Were the project goals accomplished?
2. Did the students participate to the best of their abilities?
3. Did group members exhibit tolerance for opposing points of view? evidence of learning? decision-making skills?
4. Did the students enjoy working in a group?

Appendix A: Other Social Studies Materials from Longman

Teachers who enjoy the **Jackdaw** series will be glad to know that Longman publishes other social studies series for high school students. The **Then and There** series includes eleven books on American history: *Voyages of Christopher Columbus, Cortes and The Aztecs, Pizarro and the Incas, The American Civil War, The Pilgrim Fathers, The American Revolution 1775-1783, Pioneers 1780-1840, Railroads and Cowboys in the West, The South Before the Civil War, The Last Fighting Indians,* and *Goldminers in the American West.* The *Modern Times* series includes *The United States Since 1945.*

Then and There Sourcebooks on the *Industrial Revolution,* and the new **Modern Times Sourcebook,** *America 1870-1975,* provide a wide range of documentary and other source material to supplement relevant **Then and There** and **Modern Times** titles.

The **Seminar Studies in History** series for advanced placement students examines complex topics in the light of supporting documents and recent research. Several of these titles relate to the themes and periods covered by **Jackdaws**: *Revolution and Terror in France 1789-1795, Origins of the Cold War, The Third Reich,* and *Stalin and Stalinism.*

Individual volumes of interest include *Twentieth Century History, The Modern World Since 1870, The Great Powers, The Making of America,* and a new reference title, *The Longman History of the United States.* A series of five filmstrips is available to correlate with *The Making of America.*

Since new volumes are added yearly, consult your current Longman Social Studies catalog for available titles, or contact Schools Division, Longman Inc., 1560 Broadway, New York, N.Y. 10036.

Appendix B: Charts for Integrating Jackdaws into the Curriculum

SOCIAL STUDIES THEMES FOR AMERICAN AND WORLD HISTORY

1. Revolution
2. Political Systems
3. Discovery
4. Trade and Commerce
5. Economics
6. Family Life
7. Society
8. Work
9. Law
10. Beliefs and Religion
11. Conquering Disease
12. Nationalism
13. Industrialism
14. Empire
15. Technology
16. Reform
17. Colonialism
18. Conflict—War and Resistance
19. Leadership
20. Servitude
21. Settlement
22. Cultural Heritage
23. Change
24. Immigration

Jackdaw Titles (abbrev.)	Social Studies Themes for American History																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Conquest of Mexico																		x		x		x		
Mayflower & Pilgrims		x					x			x											x			x
Making of Constitution		x							x														x	
Salem & Witch Hysteria							x			x														
Women in Amer. Rev.																		x						
Amer. China Trade				x	x																			
Calif. Gold Rush: 1849			x					x													x			x
Communes in Amer.						x	x			x											x	x		
Coxey's Army																x								
Custer's Last Stand																		x			x			
Early Industrialization								x					x		x								x	
Nat Turner's Revolt																		x	x	x				
Oklahoma Land Rush																					x			
Populism/Election 1896					x											x								
Reconstruction							x													x			x	
Remember the Maine												x						x						
CIO & Labor Movement								x					x						x				x	
Women's Rights in U.S.						x			x							x				x			x	
New York State																					x			
The Presidency		x																	x					
State of California																					x	x		x
Slavery in U.S.A.					x															x		x		
The New Deal								x	x							x			x				x	
The Civil War					x													x	x	x				
American Revolution	x	x										x							x	x		x	x	

Jackdaw Titles (abbrev.)	Social Studies Themes for World History																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Computers															x								x
Tutankhamun										x				x								x	
Alfred the Great		x																	x				
Peasant's Revolt					x			x								x				x			
The Armada														x				x					
Caxton & Early Printers															x								x
Conquest of Mexico																	x	x		x		x	x
Cromwell's Commonwealth		x					x			x													
Discovery of Galaxies			x							x					x								
Henry VIII & 6 Wives		x								x									x				
Charles Dickens													x			x							
Clipper Ships				x	x																		
French Revolution	x	x																		x	x		x
Watt & Steam Power													x		x								x
Pasteur & Germ Theory											x												
Rise of Napoleon	x	x					x							x					x		x		x
Britain at War: 1942							x											x	x				
The Desert War																		x	x				
Dunkirk							x											x					
The Easter Rising		x																x	x				
Lenin	x	x			x		x							x				x	x				x
Winston Churchill																		x	x				
The Arabs										x								x				x	x
Children in Mid. East						x	x			x													x
Life in Africa					x	x	x			x													x

UNITS IN AMERICAN HISTORY

1. The First Americans
2. Exploration of America
3. Colonialization and Colonial Life
4. Struggle for Independence
5. The Constitution
6. Westward Movement
7. Nationalism
8. Slavery and the Civil War
9. Reconstruction
10. Settlement of the Plains
11. Growth of Industry
12. Urbanization
13. Reform Movements
14. Spanish-American War
15. World War I
16. The Depression and the New Deal
17. World War II
18. World Leadership

26

Jackdaw Titles (abbrev.)	American History Unit Numbers																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Conquest of Mexico		x																
Mayflower & Pilgrims			x															
Making of Constitution					x													
Salem & Witch Hysteria			x															
Women in Amer. Rev.				x														
Amer. China Trade											x							
Calif. Gold Rush: 1849						x												
Communes in Amer.			x										x					
Coxey's Army													x					
Custer's Last Stand										x								
Early Industrialization											x							
Nat Turner's Revolt								x										
Oklahoma Land Rush										x								
Populism/Election 1896													x					
Reconstruction									x									
Remember the Maine														x				
CIO & Labor Movement											x							
Women's Rights in U.S.					x								x					
New York State	x	x	x	x			x					x						
The Presidency					x			x	x						x	x	x	x
State of California		x	x			x												
Slavery in U.S.A.			x					x	x									
The New Deal																x		
The Depression																x		
The Civil War								x										
American Revolution				x														

UNITS IN WORLD HISTORY

1. Beginning Civilizations - Egypt
2. The Middle Ages
3. Age of Discovery & Science
4. Renaissance and Reformation
5. French Revolution and Napoleon
6. Trade and Commerce
7. Industrial Revolution
8. Rise of Nationalism
9. Imperialism (Africa, Europe, Far East, Latin America)
10. Pre World War I and World War I
11. Science and Invention
12. World War II
13. The United Nations
14. Diplomacy and Peace
15. Third World Nations
16. Power Struggles

28

Jackdaw Titles (abbrev.)	World History Unit Numbers															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Tutankhamun	x															
Alfred the Great		x														
The Peasant's Revolt				x												
The Armada				x												
Caxton & Early Printers			x													
The Conquest of Mexico			x						x							
Cromwell's Commonwealth				x												
Discovery of Galaxies			x	x							x					
Henry VIII & 6 Wives				x												
Charles Dickens							x									
Clipper Ships						x										
French Revolution					x											
Watt & Steam Power							x				x					
Pasteur & Germ Theory											x					
Britain at War: 1942												x				
The Desert War												x				
Dunkirk												x				
The Easter Rising								x	x	x						
Lænin										x						
Winston Churchill												x				
The Arabs															x	x
Children in Mid. East													x		x	
Life in Africa													x	x	x	

Notes

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